

### TELL AISD Overview

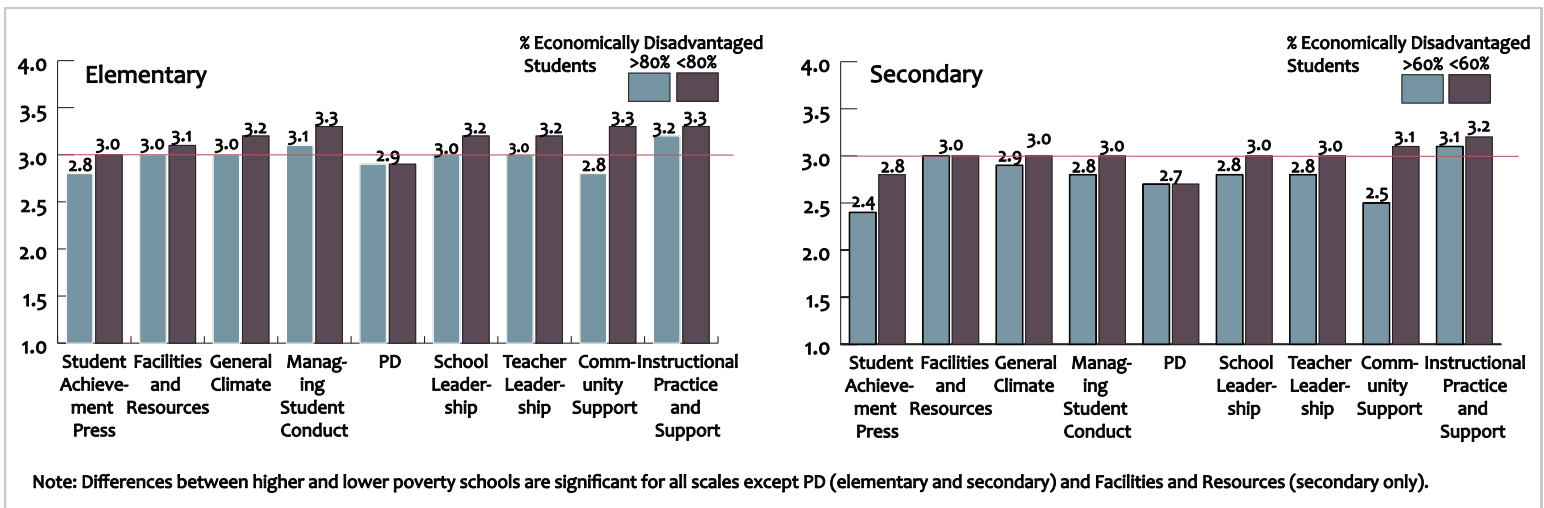
Since 2004, Austin Independent School District (AISD) has conducted an annual campus staff climate survey. As a result of these surveys, we know that school climate conditions are associated with a variety of outcomes in AISD, such as student achievement, staff job satisfaction, and staff attrition. In 2011, AISD worked with the nationally recognized New Teacher Center (NTC) to create a more comprehensive survey to help the district to better understand how teachers and other school staff feel about critical issues that can influence educator retention and effectiveness.

The Teaching, Empowering, Leading and Learning (TELL) Survey was developed in 2002 and has been used in more than 10,000 schools in 11 states and several large districts. TELL AISD was administered in January and February 2011 to all campus-based staff. TELL measures staff perceptions of the campus teaching and learning conditions, including the use of time, facilities and resources, school and teacher leadership, community support, instructional practice and support, student conduct management, and professional development (PD). Based on previous work in AISD, we also included measures of general climate and student achievement press.

For 2011 TELL AISD campus reports and additional resources, please visit:

<http://www.stafftellaisd.org>

Figure 1. TELL AISD Scale Means by School Level for Higher and Lower Poverty Schools



Subscales were computed for each topic area. (Results for the individual survey items for each subscale begin on page 3.) As shown in the Figure 1, responses were most favorable for elementary staff, and for staff at schools with a low percentage of economically disadvantaged students. Across levels and economic disadvantage, the highest ratings were given to items related to instructional practice and support, and lowest ratings were given to professional development. Schools with a high percentage of economically disadvantaged students also gave low ratings to student achievement press and community support. It is desirable to have an average of 3.0 or higher, as indicated by the red line.

### The Importance of Teaching and Learning Conditions

(From the New Teacher Center)

To do their jobs well, educators need supportive school environments where they are valued, trusted and can collaborate to improve instruction. While strong connections among teaching conditions and teacher recruitment, retention, and student success have been documented, policymakers have not had the kind of data necessary to understand and address this important issue.

Understanding and improving teaching conditions can result in:

- Increased student success
- Improved teacher efficacy and motivation
- Enhanced teacher retention
- Targeted recruitment strategies to bring educators to hard-to-staff schools

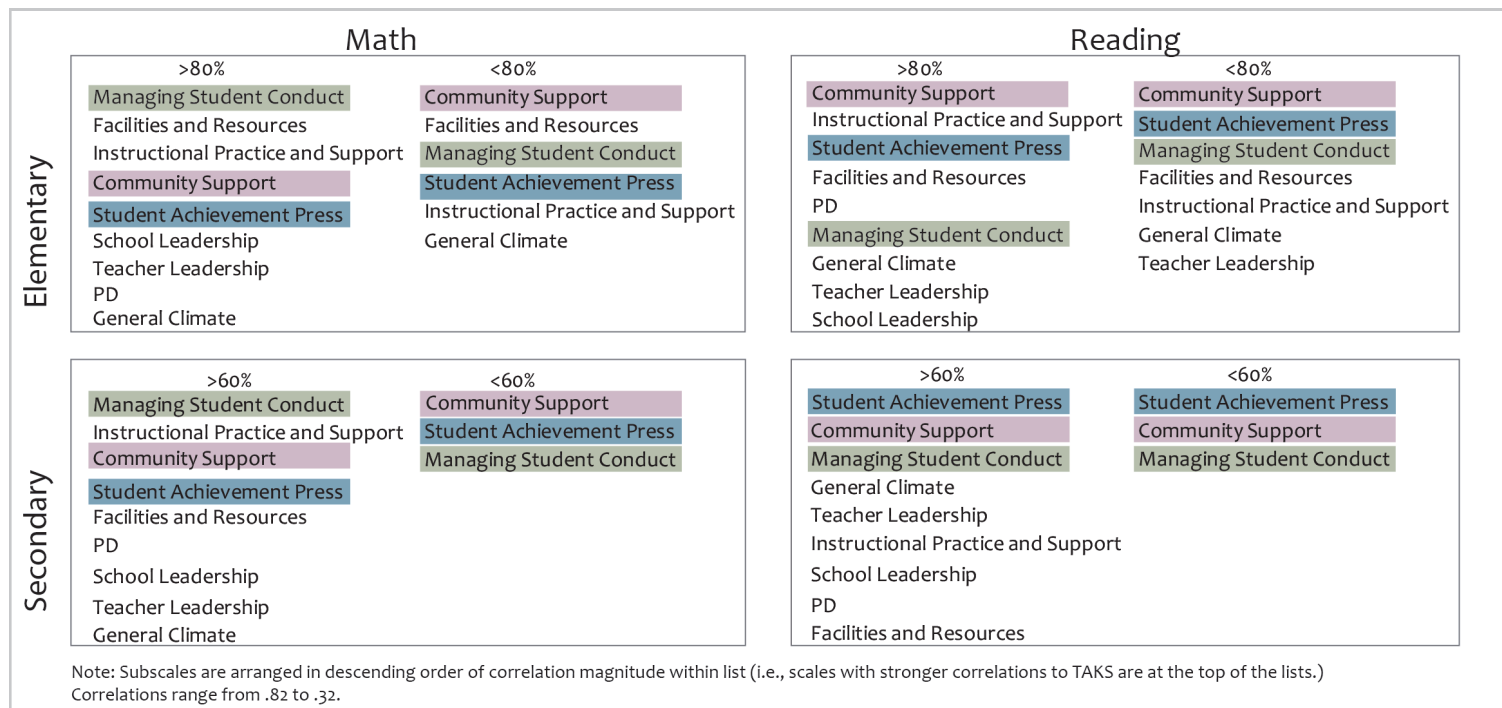
For more information, please visit:

<http://www.newteachercenter.org/tlcsurvey>

# TELL AISD and 2011 TAKS

Previous research has demonstrated that elements of TELL are associated with student achievement.<sup>1</sup> In 2011, campus staff ratings of many of the TELL AISD subscales were correlated with the percentage of students who met the passing standard in both mathematics and reading on their campus (Figure 2). Particularly important are those subscales that were associated with Texas Assessment of Knowledge and Skills (TAKS) across subject area, school level, and percentage of disadvantaged students at the school. Three subscales in particular were most strongly associated with TAKS across these dimensions: managing student conduct, community support, and student achievement press. Additionally, perceptions of facilities and resources and instructional practice and support ranked among the most strongly associated with TAKS for schools with a higher percentage of economically disadvantaged students across subjects and levels.

Figure 2. 2011 TELL AISD Subscales Correlated with Percentage Who Met the Standard on TAKS, by Campus Percentage of Economically Disadvantaged Students



## TELL AISD Results by Level and Campus

The following sections provide item-level survey results by school level and subscale results for each all campuses in AISD. To aid interpretation, averages are coded with the following symbols:

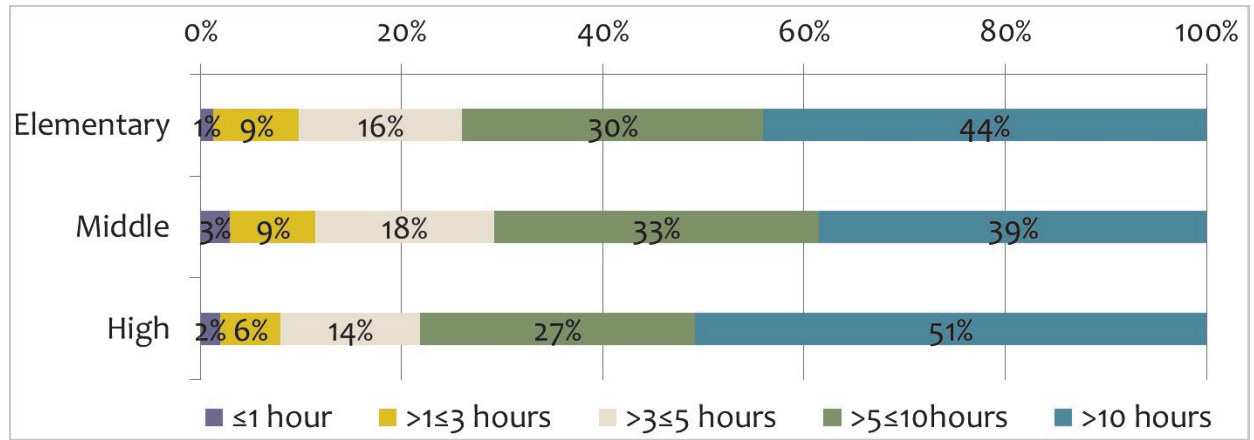
- ✓ 3.0-4.0 Average is in the desirable range
- ! 2.5-3.0 Average is approaching the desirable range but this area should be investigated/monitored
- ✗ 1.0-2.5 Average is well below the desirable range and immediate attention is required

Unless otherwise noted, response scales ranged from 1 to 4, where 1=strongly disagree and 4= strongly agree.

<sup>1</sup> Ladd, H.F. (2009, August). Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes? Retrieved July 19, 2011, from <http://www.urban.org/uploadedpdf/1001440-Teachers-Perceptions.pdf>

## Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



	ES	MS	HS
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	! 2.6	✗ 2.4	✗ 2.4
b. Teachers have time available to collaborate with colleagues.	! 2.5	! 2.7	! 2.7
c. The non instructional time provided for teachers in my school is sufficient.	✗ 2.3	✗ 2.4	✗ 2.4

## Facilities and Resources

	ES	MS	HS
a. Teachers have sufficient access to appropriate instructional materials (including items such as textbooks, curriculum materials, content references, etc.).	✓ 3.0	✓ 3.0	! 2.9
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	! 2.9	✓ 3.0	! 2.8
c. Teachers have sufficient training and support to fully utilize the available instructional technology.	! 2.7	! 2.8	! 2.7
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	! 2.9	! 2.8	! 2.7
e. Teachers have sufficient access to a broad range of professional support personnel.	✓ 3.0	✓ 3.0	✓ 3.0
f. The school environment is clean and well maintained.	✓ 3.4	✓ 3.4	✓ 3.3
g. Teachers have adequate space to work productively.	✓ 3.1	✓ 3.1	✓ 3.0
h. The physical environment of classrooms in this school supports teaching and learning.	✓ 3.2	✓ 3.1	✓ 3.0
i. My school is provided sufficient data and information to make informed decisions.	✓ 3.2	✓ 3.2	✓ 3.1
Mean Facilities and Resources	✓ 3.0	✓ 3.0	! 2.9

## Teacher Leadership

	ES	MS	HS
a. Teachers are recognized as educational experts.	✓ 3.1	! 2.8	! 2.9
b. Teachers are trusted to make sound professional decisions about instruction.	✓ 3.1	! 2.8	✓ 3.0
c. Teachers are relied upon to make decisions about educational issues.	✓ 3.1	! 2.8	! 2.9
d. Teachers are encouraged to participate in school leadership roles.	✓ 3.2	✓ 3.0	✓ 3.1
e. The faculty has an effective process for making group decisions to solve problems.	! 2.9	! 2.7	! 2.8
f. In this school we take steps to solve problems.	✓ 3.1	! 2.9	✓ 3.0
g. Teachers are effective leaders in this school.	✓ 3.2	✓ 3.0	✓ 3.1
h. Teachers have an appropriate level of influence on decision making in this school.	! 2.8	! 2.5	! 2.6
Mean Teacher Leadership	✓ 3.1	! 2.8	✓ 3.0

Additional teacher leadership items (Rating scale: 1 to 4 where 1=“No role at all” and 4= “Large role”):

Please indicate the role teachers have at your school in each of the following areas.

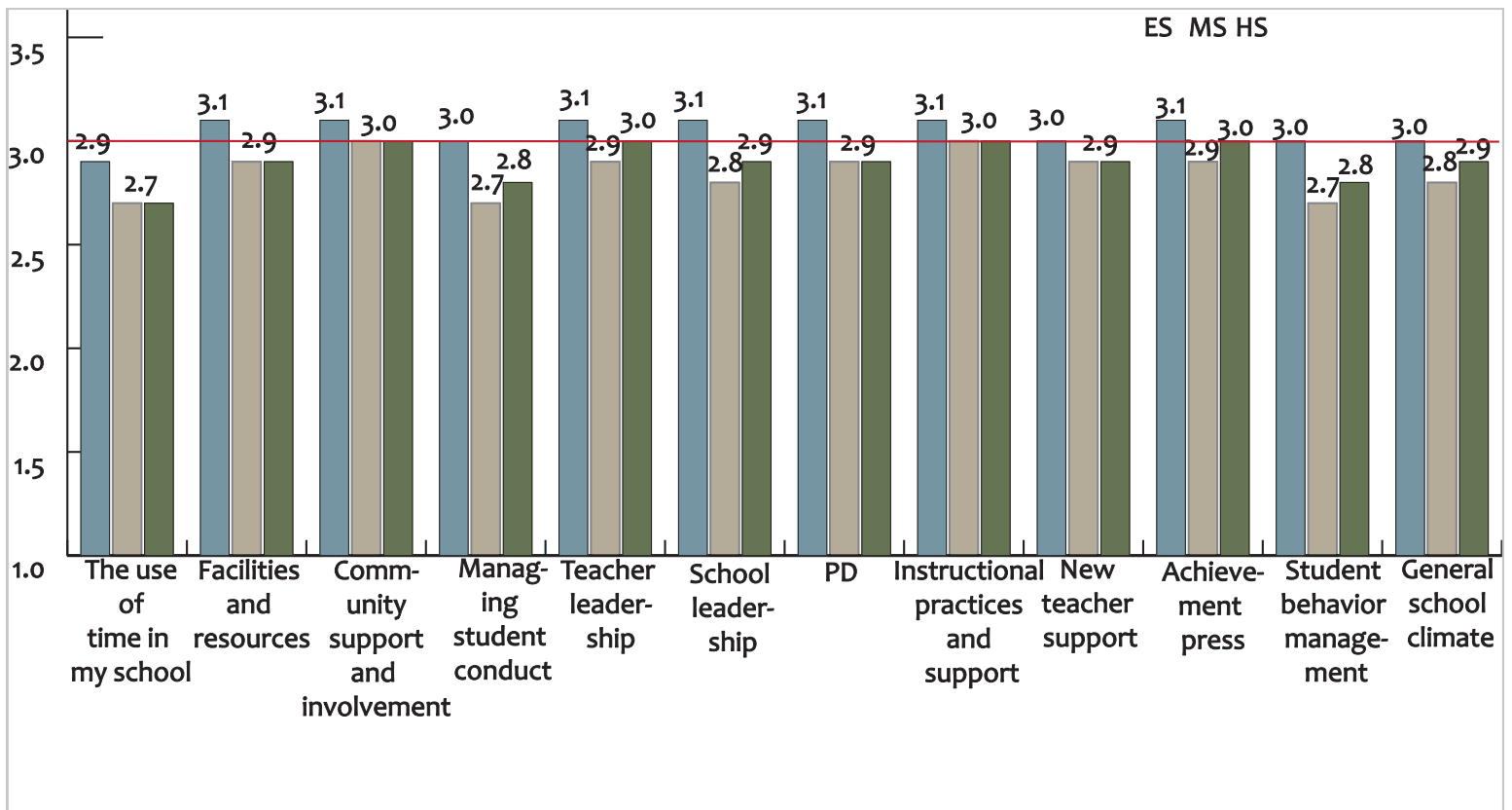
	ES	MS	HS
a. Selecting instructional materials and resources	✓ 3.1	✓ 3.1	✓ 3.4
b. Devising techniques	✓ 3.3	✓ 3.3	✓ 3.5
c. Setting grading and student assessment practices	✓ 3.3	✓ 3.2	✓ 3.4
d. Determining the content of in-service professional development programs	⚠ 2.5	✗ 2.2	✗ 2.4
e. Establishing student discipline procedures	✓ 3.2	⚠ 2.7	⚠ 2.6
f. Providing input on how the school budget will be spent	✗ 2.3	✗ 2.0	✗ 2.1
g. The selection of teachers new to this school	⚠ 2.5	✗ 2.1	✗ 2.2
h. School improvement planning	⚠ 2.8	✗ 2.4	⚠ 2.6

## School Leadership

	ES	MS	HS
a. The faculty and leadership have a shared vision.	✓ 3.1	⚠ 2.8	⚠ 2.9
b. There is an atmosphere of trust and mutual respect.	⚠ 2.9	⚠ 2.7	⚠ 2.8
c. Teachers feel comfortable raising issues and concerns that are important to them.	⚠ 2.9	⚠ 2.6	⚠ 2.8
d. The school leadership consistently supports teachers.	✓ 3.0	⚠ 2.7	⚠ 2.9
e. Teachers are held to high professional standards for delivering instruction.	✓ 3.4	✓ 3.3	✓ 3.2
f. The school leadership facilitates using data to improve student learning.	✓ 3.4	✓ 3.3	✓ 3.2
g. Teacher performance is assessed objectively.	✓ 3.1	⚠ 2.9	⚠ 2.9
h. Teachers receive feedback that can help them improve teaching.	✓ 3.0	⚠ 2.9	⚠ 2.9
i. The procedures for teacher evaluation are consistent.	✓ 3.1	⚠ 2.9	⚠ 2.8
j. School leadership effectively communicates policy.	✓ 3.1	⚠ 2.8	⚠ 2.9
k. The faculty are recognized for accomplishments.	✓ 3.0	⚠ 2.9	✓ 3.0
Mean School Leadership	✓ 3.1	⚠ 2.9	⚠ 2.9

Additional school leadership items:

The school leadership makes a sustained effort to address teacher concerns about:



## Professional Development

	ES	MS	HS
a. Sufficient resources are available for professional development in my school.	! 2.9	! 2.9	! 2.9
b. An appropriate amount of time is provided for professional development.	! 2.9	! 2.9	! 2.8
c. Professional development offerings are data driven.	✓ 3.0	✓ 3.1	! 2.8
d. Professional learning opportunities are aligned with the school's improvement plan.	✓ 3.1	✓ 3.0	✓ 3.0
e. Professional development is differentiated to meet the needs of individual teachers.	! 2.6	✗ 2.4	✗ 2.4
f. Professional development deepens teachers' content knowledge.	! 2.9	! 2.6	! 2.5
g. Teachers are encouraged to reflect on their own practice.	✓ 3.1	✓ 3.0	✓ 3.0
h. Follow up is provided from professional development in this school.	! 2.7	! 2.6	! 2.6
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	! 2.9	! 2.7	! 2.8
j. Professional development is evaluated and results are communicated to teachers.	! 2.6	! 2.5	✗ 2.4
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	✓ 3.0	! 2.8	! 2.8
l. Professional development enhances teachers' abilities to improve student learning.	✓ 3.1	! 2.9	! 2.8
Mean PD	! 2.9	! 2.8	! 2.7

## Student Achievement Press

	ES	MS	HS
a. The school sets high standards for academic performance.	✓ 3.5	✓ 3.3	✓ 3.2
b. Teachers in this school believe that their students have the ability to achieve academically.	✓ 3.4	✓ 3.2	✓ 3.2
c. Parents exert pressure to maintain high standards.	! 2.7	✗ 2.4	! 2.6
d. Academic achievement is recognized and acknowledged by the school.	✓ 3.3	✓ 3.2	✓ 3.2
e. Parents press for school improvement.	! 2.7	! 2.5	! 2.7
f. Students in this school can achieve the goals that have been set for them.	✓ 3.3	✓ 3.2	✓ 3.3
g. Students respect others who get good grades.	✓ 3.2	! 2.6	! 2.9
h. Students seek extra work so they can get good grades.	! 2.6	✗ 2.4	! 2.6
i. Students try hard to improve on previous work.	! 2.9	! 2.5	! 2.6
j. The learning environment is orderly and serious.	✓ 3.2	! 2.9	! 2.9
Mean Student Achievement Press	! 2.9	! 2.5	! 2.7

## General Climate

	ES	MS	HS
a. All campus staff are friendly to each other.	✓ 3.1	! 2.9	✓ 3.0
b. All campus staff exhibit pride in their affiliation with the school.	✓ 3.2	✓ 3.0	✓ 3.1
c. All campus staff are willing to go out of their way to help.	✓ 3.1	! 2.9	✓ 3.0
d. All campus staff accomplish their jobs with enthusiasm.	! 2.9	! 2.7	! 2.9
e. All campus staff are committed to their jobs.	✓ 3.1	✓ 3.0	✓ 3.0
f. The goals of my school are made clear.	✓ 3.3	✓ 3.1	✓ 3.1
Mean General Climate	✓ 3.1	! 2.9	✓ 3.0

## Community Support

	ES	MS	HS
a. Parents/guardians are influential decision makers in this school.	! 2.7	! 2.5	! 2.6
b. This school works directly with parents/guardians to improve the educational climate in students' homes.	✓ 3.0	! 2.7	! 2.8
c. This school maintains clear, two-way communication with the community.	✓ 3.1	! 2.9	✓ 3.0
d. This school does a good job of encouraging parent/guardian involvement.	✓ 3.1	✓ 3.0	✓ 3.0
e. Teachers provide parents/guardians with useful information about student learning.	✓ 3.3	✓ 3.1	✓ 3.0
f. Parents/guardians know what is going on in this school.	✓ 3.1	! 2.8	! 2.8
g. Parents/guardians support teachers, contributing to their success with students.	! 2.9	! 2.7	! 2.7
h. Community members support teachers, contributing to their success with students.	✓ 3.0	! 2.8	! 2.9
i. The community we serve is supportive of this school.	✓ 3.1	! 2.9	✓ 3.0
Mean Community Support	✓ 3.0	! 2.7	! 2.8



## Managing Student Conduct

	ES	MS	HS
a. Students at this school understand expectations for their conduct.	✓ 3.2	✓ 3.0	! 2.9
b. Students at this school follow rules of conduct.	✓ 3.0	! 2.6	! 2.6
c. Policies and procedures about student conduct are clearly understood by the faculty.	✓ 3.2	! 2.9	! 2.9
d. Administrators consistently enforce rules for student conduct.	✓ 3.1	! 2.6	! 2.6
e. Administrators support teachers' efforts to maintain discipline in the classroom.	✓ 3.1	! 2.8	! 2.9
f. Teachers consistently enforce rules for student conduct.	✓ 3.2	! 2.9	! 2.7
g. The faculty work in a school environment that is safe.	✓ 3.3	✓ 3.1	✓ 3.2
h. Non-teaching staff consistently enforce rules for student conduct.	✓ 3.1	! 2.8	! 2.7
Mean Managing Student Conduct	✓ 3.2	! 2.9	! 2.9

## Instructional Practice and Support

	ES	MS	HS
a. State and local assessment data are available in time to impact instructional practices.	✓ 3.1	✓ 3.0	! 2.9
b. Teachers in this school use assessment data to inform their instruction.	✓ 3.3	✓ 3.3	✓ 3.1
c. Teachers work in professional learning communities to develop and align instructional practices.	✓ 3.2	✓ 3.2	✓ 3.2
d. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	✓ 3.1	✓ 3.0	✓ 3.0
e. Teachers are encouraged to try new things to improve instruction.	✓ 3.2	✓ 3.1	✓ 3.1
f. Teachers at my school are assigned classes that maximize their likelihood of success with students.	! 2.8	! 2.6	! 2.7
g. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	! 2.8	! 2.7	! 2.9
Mean Instructional Practice and Support	✓ 3.3	✓ 3.2	✓ 3.1

## Resources

The New Teacher Center	<a href="http://www.newteachercenter.org">http://www.newteachercenter.org</a>
Teaching and Learning Conditions and TELL	<a href="http://www.newteachercenter.org/tlcsurvey">http://www.newteachercenter.org/tlcsurvey</a>
2011 TELL AISD Campus Reports and Resources	<a href="http://www.stafftellaisd.org">http://www.stafftellaisd.org</a>
AISD Department of Program Evaluation	<a href="http://archive.austinisd.org/inside/accountability/evaluation/">http://archive.austinisd.org/inside/accountability/evaluation/</a>
AISD Staff Climate Survey Reports	<a href="http://archive.austinisd.org/inside/accountability/evaluation/survey_reports.phtml">http://archive.austinisd.org/inside/accountability/evaluation/survey_reports.phtml</a>

2011 AISD TELL Scale Means by Campus--Elementary Schools

Area 1 Schools	General Climate	Facilities and Resources	Student Achievement Press	Managing Student Conduct	Professional Development	School Leadership	Teacher Leadership	Community Support	Instructional Practice/Support
ALL ELEMENTARY	✓ 3.1	✓ 3.0	⚠ 2.9	✓ 3.2	⚠ 2.9	✓ 3.1	✓ 3.1	✓ 3.0	✓ 3.3
ALLAN (n=36)	✓ 3.2	✓ 3.2	⚠ 2.8	✓ 3.2	⚠ 2.8	✓ 3.1	⚠ 2.9	⚠ 2.7	✓ 3.1
ALLISON (n=42)	✓ 3.2	⚠ 2.8	⚠ 2.6	⚠ 2.9	⚠ 2.8	✓ 3.0	⚠ 2.9	⚠ 2.6	✓ 3.1
BALDWIN (n=34)	✓ 3.7	✓ 3.5	✓ 3.3	✓ 3.7	✓ 3.2	✓ 3.7	✓ 3.7	✓ 3.6	✓ 3.5
BARANOFF (n=51)	✓ 3.2	✓ 3.2	✓ 3.1	✓ 3.3	✓ 3.0	✓ 3.2	✓ 3.2	✓ 3.4	✓ 3.4
BECKER (n=21)	✓ 3.4	+ ✓ 3.2	✓ 3.1	✓ 3.4	✓ 3.0	✓ 3.2	✓ 3.2	✓ 3.3	✓ 3.5
BLAZIER (n=54)	⚠ 2.9	- ✓ 3.1	⚠ 2.9	✓ 3.3	⚠ 2.9	✓ 3.0	⚠ 2.9	⚠ 2.8	✓ 3.2
BOONE (n=39)	✓ 3.2	- ✓ 3.1	⚠ 2.9	✓ 3.4	⚠ 2.9	✓ 3.1	✓ 3.1	✓ 3.1	✓ 3.3
BROOKE (n=39)	✓ 3.1	✓ 3.0	⚠ 2.8	✓ 3.2	✓ 3.0	✓ 3.2	✓ 3.2	⚠ 2.7	✓ 3.3
CASEY (n=47)	⚠ 2.9	⚠ 2.8	⚠ 2.6	✓ 3.2	⚠ 2.7	✓ 3.1	⚠ 2.9	⚠ 2.7	✓ 3.1
CLAYTON (n=53)	✓ 3.1	- ✓ 3.3	✓ 3.3	✓ 3.3	⚠ 2.8	✓ 3.2	✓ 3.2	✓ 3.5	✓ 3.4
COWAN (n=51)	✓ 3.4	✓ 3.3	⚠ 2.9	✓ 3.2	✓ 3.1	✓ 3.0	✓ 3.2	✓ 3.2	✓ 3.3
CUNNINGHAM (n=41)	⚠ 2.8	- ⚠ 2.7	⚠ 2.7	⚠ 2.7	⚠ 2.8	⚠ 2.8	⚠ 2.9	⚠ 2.7	✓ 3.1
DAWSON (n=33)	✓ 3.4	✓ 3.5	✓ 3.2	✓ 3.6	✓ 3.3	✓ 3.4	✓ 3.6	✓ 3.2	✓ 3.6
GALINDO (n=54)	✓ 3.1	- ✓ 3.0	⚠ 2.9	✓ 3.1	✓ 3.0	✓ 3.1	✓ 3.2	⚠ 2.8	✓ 3.4
GOVALLE (n=35)	✓ 3.2	⚠ 2.9	⚠ 2.7	✓ 3.1	⚠ 2.9	✓ 3.0	✓ 3.0	⚠ 2.9	✓ 3.1
HOUSTON (n=65)	✓ 3.1	- ⚠ 2.7	⚠ 2.8	✓ 3.1	⚠ 2.9	✓ 3.2	✓ 3.0	⚠ 2.8	✓ 3.2
JOSLIN (n=36)	✓ 3.7	+ ✓ 3.3	✓ 3.5	✓ 3.6	✓ 3.2	✓ 3.6	✓ 3.5	✓ 3.4	✓ 3.5
KIKER (n=63)	✓ 3.5	- ✓ 3.3	✓ 3.3	✓ 3.5	✓ 3.2	✓ 3.5	✓ 3.5	✓ 3.6	✓ 3.6
KOCUREK (n=45)	✓ 3.2	✓ 3.0	⚠ 2.7	✓ 3.0	✓ 3.0	✓ 3.1	✓ 3.0	⚠ 2.7	✓ 3.2
LANGFORD (n=36)	⚠ 2.6	- ⚠ 2.8	⚠ 2.6	⚠ 2.9	⚠ 2.6	⚠ 2.7	⚠ 2.6	⚠ 2.5	✓ 3.0
LINDER (n=56)	⚠ 2.9	- ⚠ 2.9	⚠ 2.9	✓ 3.0	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.6	✓ 3.2
MENCHACA (n=48)	✓ 3.2	✓ 3.0	✓ 3.0	✓ 3.3	⚠ 2.8	✓ 3.2	✓ 3.3	✓ 3.2	✓ 3.4
METZ (n=41)	✓ 3.4	+ ✓ 3.4	✓ 3.0	✓ 3.3	✓ 3.1	✓ 3.3	✓ 3.3	✓ 3.1	✓ 3.4
MILLS (n=62)	✓ 3.0	- ✓ 3.1	✓ 3.0	✓ 3.2	⚠ 2.8	✓ 3.0	✓ 3.2	✓ 3.3	✓ 3.2
OAK HILL (n=52)	✓ 3.0	- ⚠ 2.8	✓ 3.0	✓ 3.3	⚠ 2.9	⚠ 2.8	⚠ 2.8	✓ 3.3	✓ 3.2
ODOM (n=48)	✓ 3.2	✓ 3.0	⚠ 2.7	✓ 3.1	⚠ 2.8	✓ 3.0	✓ 3.0	⚠ 2.9	✓ 3.1
ORTEGA (n=30)	✓ 3.5	✓ 3.2	✓ 3.4	✓ 3.5	✓ 3.0	✓ 3.2	✓ 3.4	✓ 3.3	✓ 3.5
PALM (n=46)	✓ 3.1	+ ✓ 3.1	⚠ 2.7	✓ 3.2	⚠ 2.8	✓ 3.0	⚠ 2.9	⚠ 2.9	✓ 3.3
PATTON (n=56)	✓ 3.6	✓ 3.4	✓ 3.0	✓ 3.5	✓ 3.2	✓ 3.7	✓ 3.7	✓ 3.3	✓ 3.5
PEREZ (n=63)	⚠ 2.9	- ✓ 3.0	⚠ 2.8	✓ 3.0	✓ 3.0	✓ 3.1	✓ 3.1	✓ 3.0	✓ 3.3
PLEASANT HILL (n=48)	⚠ 2.6	- ⚠ 2.7	⚠ 2.6	✓ 3.0	⚠ 2.7	⚠ 2.7	⚠ 2.6	⚠ 2.5	✓ 3.0
RODRIGUEZ (n=66)	✓ 3.0	⚠ 2.9	⚠ 2.5	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.6	⚠ 2.6	✓ 3.2
SANCHEZ (n=48)	✓ 3.2	+ ✓ 3.0	✓ 3.0	✓ 3.4	✓ 3.0	✓ 3.3	✓ 3.2	⚠ 2.9	✓ 3.3
ST ELMO (n=34)	✓ 3.3	✓ 3.3	✓ 3.0	✓ 3.4	✓ 3.0	✓ 3.1	✓ 3.0	⚠ 2.9	✓ 3.4
SUNSET VALLEY (n=44)	✓ 3.3	- ✓ 3.0	⚠ 2.9	✓ 3.3	✓ 3.0	✓ 3.4	✓ 3.4	⚠ 2.8	✓ 3.3
TRAVIS HEIGHTS (n=41)	✓ 3.0	⚠ 2.8	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.9	✓ 3.2	✓ 3.3
WIDEN (n=60)	⚠ 2.5	- ⚠ 2.7	✗ 2.3	⚠ 2.7	⚠ 2.5	⚠ 2.6	⚠ 2.6	✗ 2.4	⚠ 2.9
WILLIAMS (n=49)	✓ 3.0	- ⚠ 2.9	⚠ 2.6	✓ 3.0	⚠ 2.9	⚠ 2.9	⚠ 2.8	⚠ 2.7	✓ 3.1
ZAVALA (n=35)	✓ 3.5	+ ✓ 3.2	⚠ 2.8	✓ 3.5	✓ 3.0	✓ 3.5	✓ 3.4	⚠ 2.9	✓ 3.4

Notes: +=>2010; -=<2010  
 ✓ 3.0-4.0  
 ⚠ 2.5-3.0  
 ✗ 1.0-2.5

2011 AISD TELL Scale Means by Campus--Elementary Schools

	General Climate	Facilities and Resources	Student Achievement Press	Managing Student Conduct	Professional Development	School Leadership	Teacher Leadership	Community Support	Instructional Practice/Support
<b>Area 2 Schools</b>									
ALL ELEMENTARY	✓ 3.1	✓ 3.0	⚠ 2.9	✓ 3.2	⚠ 2.9	✓ 3.1	✓ 3.1	✓ 3.0	✓ 3.3
ANDREWS (n=53)	✓ 3.0	✓ 3.0	⚠ 2.8	✓ 3.1	✓ 3.0	✓ 3.1	✓ 3.2	⚠ 2.7	✓ 3.4
BARRINGTON (n=80)	⚠ 2.7	⚠ 2.9	⚠ 2.6	✓ 3.0	⚠ 2.7	⚠ 2.7	⚠ 2.7	✗ 2.4	✓ 3.0
BARTON HILLS (n=30)	✓ 3.0	✓ 3.3	✓ 3.1	✓ 3.3	✓ 3.0	✓ 3.1	✓ 3.3	✓ 3.6	✓ 3.3
BLACKSHEAR (n=25)	✓ 3.2	✓ 3.1	⚠ 2.6	✓ 3.2	⚠ 2.7	⚠ 2.8	⚠ 2.7	⚠ 2.7	✓ 3.1
BLANTON (n=45)	✓ 3.1	✓ 3.1	⚠ 2.8	✓ 3.0	⚠ 2.8	✓ 3.2	✓ 3.1	⚠ 2.8	✓ 3.2
BRENTWOOD (n=32)	⚠ 2.9	⚠ 2.9	✓ 3.0	✓ 3.2	⚠ 2.7	✓ 3.0	✓ 3.1	✓ 3.1	✓ 3.1
BROWN (n=44)	✓ 3.2	✓ 3.0	✓ 3.1	✓ 3.2	✓ 3.0	✓ 3.0	✓ 3.0	✓ 3.0	✓ 3.3
BRYKER WOODS (n=28)	✓ 3.2	✓ 3.2	✓ 3.2	✓ 3.3	⚠ 2.9	✓ 3.0	✓ 3.0	✓ 3.4	✓ 3.4
CAMPBELL (n=32)	✗ 2.3	⚠ 2.7	✗ 2.3	⚠ 2.5	⚠ 2.5	✗ 2.0	✗ 2.0	⚠ 2.5	⚠ 2.9
CASIS (n=59)	✓ 3.4	✓ 3.4	✓ 3.3	✓ 3.3	✓ 3.1	✓ 3.3	✓ 3.4	✓ 3.6	✓ 3.4
COOK (n=63)	⚠ 2.8	⚠ 2.9	⚠ 2.7	⚠ 2.9	⚠ 2.7	⚠ 2.9	⚠ 2.9	⚠ 2.5	✓ 3.1
DAVIS (n=46)	✓ 3.4	✓ 3.3	✓ 3.2	✓ 3.3	✓ 3.1	✓ 3.5	✓ 3.4	✓ 3.5	✓ 3.4
DOSS (n=47)	✓ 3.6	✓ 3.1	✓ 3.2	✓ 3.5	✓ 3.0	✓ 3.6	✓ 3.6	✓ 3.6	✓ 3.5
GRAHAM (n=56)	✓ 3.5	✓ 3.4	✓ 3.4	✓ 3.7	✓ 3.3	✓ 3.6	✓ 3.4	✓ 3.2	✓ 3.6
GULLETT (n=38)	✓ 3.1	✓ 3.0	✓ 3.0	✓ 3.1	⚠ 2.7	⚠ 2.6	⚠ 2.9	✓ 3.3	✓ 3.3
HARRIS (n=52)	⚠ 2.9	⚠ 2.9	⚠ 2.9	✓ 3.0	⚠ 2.9	⚠ 2.8	✓ 3.1	⚠ 2.7	✓ 3.2
HART (n=60)	⚠ 2.9	✓ 3.0	⚠ 2.9	✓ 3.1	⚠ 2.8	⚠ 2.8	⚠ 2.8	⚠ 2.7	✓ 3.2
HIGHLAND PARK (n=45)	✓ 3.4	✓ 3.4	✓ 3.2	✓ 3.5	✓ 3.2	✓ 3.5	✓ 3.5	✓ 3.6	✓ 3.5
HILL (n=42)	✓ 3.4	✓ 3.1	✓ 3.2	✓ 3.5	⚠ 2.9	✓ 3.4	✓ 3.3	✓ 3.6	✓ 3.4
JORDAN (n=59)	✓ 3.0	✓ 3.1	⚠ 2.9	✓ 3.1	✓ 3.0	✓ 3.1	✓ 3.0	⚠ 2.9	✓ 3.2
LEE (n=28)	✓ 3.6	✓ 3.2	✓ 3.3	✓ 3.5	⚠ 2.9	✓ 3.2	✓ 3.2	✓ 3.4	✓ 3.5
MAPLEWOOD (n=33)	✓ 3.0	⚠ 2.8	⚠ 2.7	✓ 3.1	⚠ 2.7	✓ 3.3	✓ 3.0	✓ 3.0	✓ 3.1
MATHEWS (n=34)	✓ 3.3	✓ 3.2	✓ 3.0	✓ 3.1	✓ 3.0	✓ 3.2	✓ 3.3	✓ 3.2	✓ 3.3
MCBEE (n=58)	✓ 3.0	✓ 3.0	⚠ 2.8	✓ 3.0	⚠ 2.9	✓ 3.0	✓ 3.0	⚠ 2.7	✓ 3.2
NORMAN (n=34)	✓ 3.2	✓ 3.1	⚠ 2.9	✓ 3.4	✓ 3.1	✓ 3.4	✓ 3.3	⚠ 2.9	✓ 3.4
OAK SPRINGS (n=29)	⚠ 2.7	✓ 3.0	✗ 2.4	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.7	✓ 3.3
OVERTON(n=54)	✓ 3.1	✓ 3.3	✓ 3.0	✓ 3.3	✓ 3.0	✓ 3.3	✓ 3.0	⚠ 2.8	✓ 3.4
PEASE (n=21)	✓ 3.6	✓ 3.5	✓ 3.6	✓ 3.6	✓ 3.4	✓ 3.5	✓ 3.5	✓ 3.7	✓ 3.7
PECAN SPRINGS (n=46)	⚠ 2.9	⚠ 2.9	⚠ 2.6	⚠ 2.9	⚠ 2.8	⚠ 2.9	⚠ 2.8	⚠ 2.5	✓ 3.2
PICKLE (n=51)	⚠ 2.7	⚠ 2.8	⚠ 2.6	⚠ 2.9	⚠ 2.7	⚠ 2.7	⚠ 2.7	⚠ 2.5	✓ 3.0
PILLOW (n=47)	✓ 3.1	⚠ 2.9	⚠ 2.9	✓ 3.2	⚠ 2.9	✓ 3.1	✓ 3.2	✓ 3.0	✓ 3.3
REILLY (n=31)	⚠ 2.8	✓ 3.0	⚠ 2.9	✓ 3.2	⚠ 2.7	⚠ 2.8	⚠ 2.9	⚠ 2.8	✓ 3.2
RIDGETOP (n=21)	✓ 3.1	⚠ 2.9	⚠ 2.9	✓ 3.1	⚠ 2.9	✓ 3.2	✓ 3.4	✓ 3.1	✓ 3.2
SIMS (n=32)	⚠ 2.9	⚠ 2.9	⚠ 2.8	✓ 3.0	⚠ 2.9	⚠ 2.8	⚠ 2.7	⚠ 2.7	✓ 3.1
SUMMITT (n=61)	✓ 3.1	✓ 3.0	⚠ 2.9	✓ 3.1	⚠ 2.7	✓ 3.0	✓ 3.2	✓ 3.2	✓ 3.2
WALNUT CREEK (n=59)	⚠ 2.7	⚠ 2.9	⚠ 2.6	✓ 3.0	⚠ 2.7	⚠ 2.6	⚠ 2.7	⚠ 2.8	✓ 3.1
WINN (n=41)	⚠ 2.9	⚠ 2.8	⚠ 2.5	⚠ 2.8	⚠ 2.8	✓ 3.0	⚠ 2.8	⚠ 2.6	✓ 3.0
WOOLDRIDGE (n=63)	⚠ 2.8	⚠ 2.8	⚠ 2.9	✓ 3.1	⚠ 2.9	⚠ 2.9	⚠ 2.9	⚠ 2.8	✓ 3.1
WOOTEN (n=53)	✓ 3.1	✓ 3.0	⚠ 2.7	✓ 3.1	⚠ 2.9	✓ 3.1	✓ 3.0	⚠ 2.9	✓ 3.2
ZILKER (n=40)	✓ 3.5	✓ 3.2	✓ 3.3	✓ 3.4	✓ 3.0	✓ 3.3	✓ 3.5	✓ 3.6	✓ 3.4

Notes: +=>2010; -=<2010  
 ✓ 3.0-4.0  
 ⚠ 2.5-3.0  
 ✗ 1.0-2.5



2011 AISD TELL Scale Means by Campus--Middle and High Schools

Middle School	General Climate	Facilities and Resources	Student Achievement Press	Managing Student Conduct	Professional Development	School Leadership	Teacher Leadership	Community Support	Instructional Practice/Support
All Middle School	2.9	3.0	2.5	2.9	2.8	2.9	2.8	2.7	3.2
BAILEY (n=61)	2.9	3.0	2.7	3.2	2.8	3.0	2.9	2.9	3.2
BEDICHEK (n=78)	2.7	2.9	2.3	2.7	2.7	2.4	2.3	2.6	3.2
BURNET (n=59)	2.8	3.0	2.1	2.6	2.5	2.8	2.7	2.4	3.0
COVINGTON (n=60)	3.2	3.2	2.7	3.1	2.9	3.1	3.1	3.0	3.3
DOBIE (n=40)	2.8	3.0	2.3	2.9	2.7	2.9	2.9	2.5	3.2
FULMORE (n=82)	2.9	2.9	2.4	2.8	2.6	2.7	2.7	2.6	3.1
GARCIA (n=61)	2.8	3.2	2.2	2.6	2.9	2.8	2.9	2.4	3.2
GORZYCKI (n=68)	3.5	3.5	3.3	3.4	3.0	3.5	3.6	3.5	3.5
KEALING (n=91)	2.9	2.8	2.6	2.7	2.7	2.9	2.9	2.8	3.1
LAMAR (n=57)	2.8	2.8	2.5	2.9	2.7	2.9	2.9	3.0	3.1
MARTIN (n=59)	3.0	2.9	2.4	2.6	2.7	2.7	2.7	2.1	3.1
MENDEZ (n=66)	2.7	3.0	2.0	2.8	2.7	2.8	2.5	2.3	3.1
MURCHISON (n=78)	2.7	2.8	2.7	3.0	2.6	2.7	2.8	3.1	3.1
O HENRY (n=37)	3.2	3.0	2.9	3.1	3.0	3.2	3.1	3.3	3.2
PAREDES (n=66)	2.8	3.0	2.4	2.8	2.8	2.8	2.8	2.6	3.1
PEARCE (n=41)	2.9	3.0	2.3	2.6	2.8	2.8	2.7	2.6	3.0
SMALL (n=68)	3.2	3.3	3.1	3.2	3.0	3.1	3.1	3.2	3.4
WEBB (n=60)	2.9	3.0	2.3	2.8	2.8	2.9	2.8	2.6	3.1

	General Climate	Facilities and Resources	Student Achievement Press	Managing Student Conduct	Professional Development	School Leadership	Teacher Leadership	Community Support	Instructional Practice/Support
All High School	3.0	2.9	2.7	2.9	2.7	2.9	3.0	2.8	3.1
AKINS (n=170)	2.9	2.9	2.4	2.8	2.7	2.9	2.8	2.6	3.1
ANDERSON (n=101)	3.1	3.0	3.0	3.0	2.7	3.1	3.1	3.3	3.2
ANN RICHARDS (n=44)	3.3	3.4	3.2	3.5	3.0	3.2	3.5	3.2	3.5
AUSTIN (n=147)	3.0	3.0	2.7	2.8	2.6	2.9	3.0	3.1	3.1
BOWIE (n=147)	3.0	2.9	3.0	3.0	2.6	2.8	2.9	3.1	3.2
CROCKETT (n=105)	2.9	2.9	2.4	2.8	2.9	2.9	2.9	2.7	3.1
EASTSIDE-GLOBAL (n=25)	2.7	2.8	2.0	2.2	2.4	2.4	2.7	2.3	2.8
GARZA (n=27)	3.7	3.6	3.4	3.5	3.0	3.6	3.6	3.1	3.4
GREEN TECH HIGH (n=39)	3.2	3.0	2.4	2.7	2.7	3.1	3.0	2.4	3.1
INTERNATIONAL (n=18)	3.7	3.1	2.8	3.1	3.0	3.2	3.1	2.4	3.2
LANIER (n=103)	3.0	2.9	2.6	2.8	2.7	2.9	3.0	2.4	3.1
LASA (n=52)	3.0	2.9	3.5	3.3	2.4	3.0	3.0	3.4	3.2
LBJ (n=51)	2.7	2.7	2.3	2.5	2.5	2.4	2.4	2.5	3.0
MCCALLUM (n=115)	3.0	2.9	2.6	2.8	2.8	3.1	3.1	2.9	3.1
REAGAN (n=73)	2.7	2.7	2.3	2.5	2.8	2.7	2.7	2.4	3.0
TRAVIS (n=107)	3.2	3.1	2.5	2.8	2.8	3.1	3.0	2.6	3.1

+=>2010; -=<2010

Notes:

- 3.0-4.0
- 2.5-3.0
- 1.0-2.5